It's not just about the ANSWER; It's about the UNDERSTANDING

New Albany Floyd County Schools are Making It Happen!

WE ARE *a suburban Floyd County school district of approximately 11,500 students in southern Indiana, just across the river from Louisville, Kentucky. We have two high schools (New Albany High and Floyd Central), three middle schools and nine elementary schools.*

OUR STUDENTS & FAMILIES *consist of 4206 elementary students, 3559 middle school students, 3607 high school students and 87 Early Learning Center children. Our district is 78% White with a growing number of English Learner students.*

OUR TEACHERS *have done extensive work on changing their instructional strategies to teach mathematics in a conceptual way. Teachers have been weeding out the "tricks" and the "rules that eventually expire" and have spent intentional time and effort in building a solid number sense foundation with students, including our high ability students where several gaps in learning were found.*

OUR PROMISING PRACTICE *has been one of the most difficult professional growth experiences for our teachers. We have had to adjust and change the way we teach math so that our students ~*

- *Have a clear understanding of number sense*
- *Can use mathematical patterns to build on previous knowledge*
- *Are able to discover and make new connections on their own*
- *Experience situations involving the Eight Mathematical Processes*

OUR STEPS *have been based on the "Five Easy Steps of a Balanced Math Program," where teachers began looking at how to teach the Indiana Academic Standards conceptually, instead of rushing straight to the algorithm with no true understanding. Each grade level collaborates in teacher discussions on how to teach the concept, what specific vocabulary to use, how to stop using "mathematical tricks," specific resources to utilize, and exactly where the next grade level will begin instruction. Curricular adjustments have to be made so that teachers have the time for this* ***intense instruction****. Additionally, a spectrum of strategies is being created to move developmentally toward a deeper understanding of math for each student. Currently, our teachers are working vertically to demonstrate grade-level specific strategies. We are trying to give students* ***consistent*** *vocabulary,* ***consistent*** *strategies, and* ***consistent*** *processes so as they move vertically through the curriculum, they have a seamless mathematical learning progression.*

IN OUR OWN WORDS

"I found that many of my high ability students could do the math problems, but had no clear understanding of why their answers were correct, so this conceptual teaching has filled in so many gaps." **Wendy McCrory, Math Coach & 8th grade math teacher**

"This is NOT the way I was taught, so first I had to teach myself and then I could assist my students! We've really grown in our knowledge as a math team." **Krista Jenkins, 5th grade math teacher**

"I wish I had "me" as my math teacher now because I have such a clear understanding of how to help our students!" **Linda Batman, 7th grade math teacher**

For more information about our school or corporation, email: *Dr. Rhonda Roos at rroos@nafcs.k12.in.us or Tony Duffy at tduffy@nafcs.k12.in.us*